DOCUMENT RESUME

ED 070 425 HE 003 669

AUTHOR	Hebert, Tom
TITLE	State University of New York College at Old Westbury or "You'll Have to Eat the Cake With Your Fingers; I've Got the Forks Counted."
PUB DATE	70
NOTE	86p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Development; *Educational Improvement; *Educational Planning; *Experimental Colleges; Experimental Programs; *Higher Education

ABSTRACT

The City University of New York's College of Old Westbury was an experimental college that based its philosophy around a community living-learning concept. The College, unfortunately, was unable to survive because of several gross inconsistencies in the education/community process. In this document, the author points out the necessary elements for such a living-learning institution to survive. The author feels that the campus environment grows out of the chemistry of three elements: people, space and events. There is a need for a full and continuing analysis of people participating or served in the college, and there should be a large mix of people with a varied spectrum of interests. Space should be flexible and open in order to enhance creativity, and the more persons that are utilizing an area of space at one time, the better for increased communication and activity. Events are the result of a proper mix of people and density of space. Events should normally be kept small, using large events as punctuation only. Programs should be planned so that various persons might be involved and should be flexible enough to have room for improvement. (HS)

S.U.N.Y. C.O.W. by Tom Hebert is an Autopsy. The first Old Westbury College community was phased out after two years. Those responsible from the outside said, "Nothing can be saved." Insiders were saying, "It wasn't much of a community." R.I.P.

Tom Hebert was one of the doctors on hand during the last days of Old Westbury. He has made a diagnosis and has put together a detailed prescription for future communities that want to live.

Hebert's is a systems approach, dealing with the total organism. He's just as concerned about janitors and bulletin boards as he is about curriculum design and faculty tenure. He has initiated three vital planning processes which build the total community.

"Arena" deals with the various structures the college must create for its individual members. Arenas are for the doing. Some people do in Socratic Seminars. Others do by managing coffee houses or horse stables. Arenas generate

(continued on back cover)

ED 070425
HE003669

To bring that new concrete to life, the college should open with:

1. A daily news/announcements bulletin
2. Coffee House with beer license
3. Faculty/Administrator Lounge with wines/spirits
4. An Ombudsman
5. Attractive signs that show
6. Big notice kioskes; lit and maintained
7. No standing committees
8. Bookstore and Exchange
9. Park benches with backs
10. A Public Alarum for crises
11. A definite program of First Semester events
12. A Photo Archivist
13. An Imprest Fund
14. At least two student bands
15. More systems than rhetoric

Copyright 1970 by Tom Hebert

STATE UNIVERSITY OF NEW YORK
COLLEGE AT OLD WESTBURY
or
"You'll have to eat the cake with your fingers;I've got the forks counted."

by Tom Hebert

1503 Que St. N.W.
Washington, D.C. 20009

THE STATE UNIVERSITY AT OLD WESTBURY:
or
"You'll have to eat the cake with your fingers; I've got the forks counted."

What follows is a kit. It is culled from memos, meetings, books and grafitti of recent months. The kit is divided into an introduction and three parts: The Arena, The Agora, The Tober. These three terms make a system by which a college or university can plan/estimate itself as a fit environment in which to live and study.

The kit now begins with two telegrams: "as an assistant to me to study the problems of the college community environment and to prepare a report for my successor on the lessons to be learned from our experience here in planning for the new campus at Old Westbury."[1]

"To: Harris Wofford, President
State University, Old Westbury
Oyster Bay, New York

Will join the Merry Company on or about 4 February present instant. Health.
Tom Hebert

Then there are some worried thoughts written on a napkin in "Captain Tony's" in Key West: "I have to establish a presence that reveals the process of the village environment I propose. It is clear that I do not want to be a mere researcher-consultant, but a participant. My work will reflect the inputs I receive. It will be necessary to catalyze the environment to a degree to stimulate inputs."

"For one thing, civic duties cannot be deputized; urbaneness and urbanization are matters of immediate personal experience. For another, a town is not the result of a design program; it is the reflection of a way of life." Bernard Rudofsky, STREETS FOR PEOPLE

Recently I went to a lecture and a 16mm film showing at a typical American university, 1970. I'm not sure what it was about because the projector predictably could not get itself together. I am sure however, that there was a conspiracy of environment more deadly to the soul and inimical to dialogue than any the group could imagine.

The classroom block where we were directed was new, imposing concrete Corbu-pillared and arty around the windows. We finally found the room. The doorway was jamming up; curious because I could see that the long classroom was empty. Gaining entry I could see the problem: the room had eight rows of moveable desk-chairs (plastic and chrome) strung out its entire length. We had to filter like so many salmon to an available desk, shift it around to sit ourselves down, then move it back again into position to allow for passage and not disrupt the order that the room demanded. The light was God-awful: fluorescent which fills faces with embalmer's Hexaphene. There was an immoveable lecturn on a dais at the front and a threateningly low ceiling. Finding a seat had an interesting dynamic. This room obviously "belonged" to the teacher. There was no way to sit where and with whom one wanted; no chance to select a physical distance (proximic

relationship) with the teacher. In that classroom the professor also "owns" what is said. I was in profound cultural shock.

"Manchester had acquired the efficiency of a company town; Birmingham had retained something different: a high rate of innovation."--Jane Jacobs

---

I am concerned with the quality of environment that obtains on campus. I'm convinced that the usual management of campus life is repressive and dysfunctional. The ambiance is boring at best, soviet at worst. Often it has simply become a maintenance function. [3] Some psychologists and architects are convinced that "informal interactions" are increasingly important to the learning process. One architect/psychologist, Richard Myrick, is sure that the most important learning in the high school is in the informal meetings that take place despite the design of the school. Clearly, students should distrust the physical as well as the organizational structures of today's schools. The schools were constructed in the "en loco parentis" tradition. They are still being built and managed within those parameters.

A college or university should be a village or villages of learners. Students are citizens of villages. The "home away from home" mentality precludes citizenship. The attempt to recreate the American home is one of the causes of student dissatisfaction. For example, the administration views the need to wash clothes

as a problem to be dealt with. In a village of learners it is an opportunity for informal gatherings. It can be a place for good conversation, exchange of information and above all, learning. Has a "Director of Student Activities" taken as his responsibility laundries, fire protection, security, pubs, shoe repair, rock and roll, clowns, campus signs, the bookstore and exchange, flower plots, parking lots (learning centers), outdoor chess boards, the post office, mimeograph machines, drinking fountains, restaurants, and shade trees? Who sees these as educational features and subject to the initiative and control of students? "Student Activities" is often merely an arena for the junior robber barons and is always a grid of events laid over a grid of buildings that resent student use. Student centers are less than Johnny Cash at Folsom Prison.

The Campus environment, the village of learners, grows out of the chemistry of three elements: people, space and events. The essentials of my experience:

People

(1) Full and continuing analysis of people participating or served. Constant feedback.

(2) Concern for a large mix of people, spectrum of interests. No segregation of sex or generation.

(3) People are involved in what is theirs.

Space

(1) Generally in favor of unspecialized space. Flexibility is now more relevant than efficiency. Open space is a requirement for the modern creative use of space. Multiple use is a result of open space.

(2) All space being used is "owned." Why

and to what effect is important.

(3) Density results from people in space. Control or use of density is a tool of space management. Internal traffic and communication systems are keyed to density. I like high density. More things happen.

(4) Maintenance of space, up-keep is of major importance to successful management. However, "captains" of maintenance are over-achievers. Often they preside over the real campus empires.

Events

(1) Events proceed from the mix, density and space. Large formal events only punctuate long sentences of small events that are the ambiance.

(2) The organization of large events is the easy work. The maintenance of ambiance takes the time. That involves people. 5

(3) Events should be combinations of active-passive participation. Old Theories of "group working" demanded that all take part. Today we demand alternatives.

(4) All events are liable to change. No program is sacred. Maintenance of fixed programs and schedules takes time. If a set program isn't automatic, it has problems and should be rethought. Programs should go in and out of Tradition.

(5) The management of events has got to be very sensitive to the alternatives available to the people.

(6) The PERT definition of event: "A specific definable accomplishment in a program plan . . . "

The "open-process" management of People, Space and Events is responsive to idiosyncracy and beauty. All of the above achieves

diversity. Jane Jacobs' requirements for cities that are livable, diverse:

(1) Primary mixed uses
(2) Small Blocks
(3) Aged Buildings
(4) Concentration of people.

In my earlier thinking I was concerned that the campus be livable, have an environment that enhanced the people. I am now moving beyond that, which is the product, to the process of good environment. A campus can be made lyrical, fun, unpredictable, neat-o and still be repressive. Now I see the campus management as part of the education offered at a college. The students become students of their surroundings, as well as participants.

The Halasz Principle: One shouldn't change an institution until a commitment is made to it.

The campus is a lab for urban ecology. A teachable-learnable subject. In any given college a student upon graduation could have had a good deal of experience with construction techniques, site engineering, waste systems, lighting, landscape, building design, health and food services, constabularies, etc. in a way that he/she will feel able to deal with the changes at work in our cities. Boston is teaching urban planning at the primary level. Urban planners without a citizenry able to participate in and critique their work, are at best utilized as members of design teams. Student involvement in design, construction, purchasing and mainten-

ance (perhaps on the "charette" model)--
now that could be meaningful. . .

John Coyne's unlisted phone number is (516) 997-8109. His new one is _____.

What systems are involved in a human setting on campus? 7

Primary systems

Communications
Books
Food
Sleeping
Classroom
Police
Maintenance
Transportation
Personal Support

Secondary Systems

Student/Faculty Interfaces
Building Use
Grounds Use
Student Orbits
Community Relations

Third Level Systems

Music
Dance
Theater
Art
Poetry

Fourth Level Systems

Changes in Building Scale
Windows on the World
Rocks
Good Wood
Wind
Sidewalks
Lights
Water
Shade

THE MEDIA IS THE MESSAGE...or...

In this "report" I will shuttle back and forth from the Planting Fields experience to the new campus being organized and built over at Old Westbury proper. It is important to know how the college, with its apparently innovative mandate, adapted to its environment at the temporary location, Planting Fields Arboretum.

One of my first impressions at the college: "This is really an awful place to live!" I didn't reveal to many people this insight. I was hesitant to exacerbate the situation. It hurt so good. It is a deceptive place. An arboretum. A bricky old estate; slate and timber in the Tudor Style. Hundreds of

acres. Trees, grass, birds and flowers. Who would have thought that this was the worst possible place to organize a new college? Arboretums and Tudor estates share a common institutional set: People are in the Way. Better that they stay in the cities. Unless they are contemplative and/or can read Latin.

Ten years ago Planting Fields harbored the beginnings of Stony Brook. Cappy once remarked that the place was jinxed. The Stable Building was converted more or less from horses to people. A circle of geodesic domes (rather interesting possibilities here) was built adjacent. Add Coe Castle and you have it. Forgot the barracks: Butler Building.

Between Stony Brook and Old Westbury, the arbortum was used as a S.U.N.Y. Conference Center. So amenities like a Bookstore, Coffee Shop, and Tavern that one should find in a small residential college, were missing and not about to be built with State funds, without a fight. 9

The arboretum is located about 1 1/2 miles from Oyster Bay. The road to town is treacherous for walkers. Once there a student can take a 1 1/2 hour-$2.25 train to New York. There is little of interest in the town to a student. A small bookstore and a stationery shop. A good tavern. Most students never go to Oyster Bay. The taxi is $1.00

Another factor contributing to tne isolation of Planting Fields is the uncommon weather dealt this part of the country. Cold, wet weather starts in November and this year continued into May, June. I kept warning the trees and flowers to be sure they wanted to bloom, because I was getting my ass kicked

by the snow and rain. A good place for Hansel and Gretel stuff, but an arboretum on Long Island is a hell of a place to go to school. And it shares its weather and isolation with the new campus!

One can't criticize only the staff for the shortcomings of the campus life. "Partnership" meant that nothing should be imposed. A college should evolve from the processes of that labor. I should note that at least three initiatives were made in the second year (last year). (1) Members of the administration offered some of their own money towards the purchase of a student controlled duplicating machine. (2) a Bookstore started (with terrible handicaps that insured its failure) (3) Discussions were held about a Coffee Shop. But alternatives in human interaction were neglected, ironically during long discussions of "alternatives in education".

The college has never shifted from the Spartan planning stage to the community stage. Partly because it was enthralled with political issues, partly because it was such a deadly place to live that many students moved off campus or just found it difficult to challenge the living conditions. White suburban middle-class kids and Black urban kids are not going to build a social environment providing places to gather formally-regularly and informally-spontaneously; just after they paid tuition. Therefore . . .

The Lord of the Flies...is where you find it.

The State University, College at Old Westbury was too eager: it tried to end itself in two years. Six or seven might have been preferable. But the example set is an important one.

The residential college must be a paradigm of a diverse, vital larger community. Undergraduate years today are years of involvement; graduate years for pursuing credentials and specific vocabularies. The small college can have every dimension, every activity, alternative that we want to inculcate in our planners, politicians and people. 11 Students should learn the rudiments of good life at college. I guess you can't learn citizenship if there is nothing to play with.

To get on with this thing. Three themes will carry us to the end; three perspectives from which to view/analyze the campus community; three vectors to establish in the beginning.

The first is the ARENA. The Arena generates Competance. It deals with how we get on.

The second is the AGORA. The Agora extends Democracy. It concerns government and the citizen.

The third is the TOBER. The Tober heightens the Spirit. It punctuates the days with fun, laughter, love, talk, diversion and beauty.

They are visual images; almost tactile. They connote movement, vitality, diversity

and line. They happen together, like plastic color-gels on a spotlight. And they isolate themselves like certain hours in a day. They assume that humankind has a right to each one. Indeed they compete.

12

THE ARENA

If societies, institutions and individuals behave in similar ways, have similar needs, are paradigmatic, and I believe that they are, then imperialism, repression and paternalism are related maladies that must be challenged in concert, attacked as one, else they linger systemically.

Toynbee in STUDY OF HISTORY writes that great civilizations follow a pattern of successful "challenge and response". They have been initiated in exposed locations and have had to fight for survival, have had to utilize all of their resources. In the institutions of those societies, there has been that same vitality, diversity, freedom of "challenge and response". 13

The word "arena" comes from the Latin word for "sand". And sand is associated with public places such as theatres, amphitheatres, the marketplace; any place of traffic and interaction. Arena connotes freedom of movement and denotes "challenge and response". It is as descriptive of the human position as any word. We are born into an Arena, are watched, taught and learn, tested, evaluated and passed on. A society can be judged by the number and quality of its' arenas.

I see the university as a particular institutional arena for learning. I also see it as a source for warriors against imperialism, as subject to repression and today organized paternally. It should therefore be challenged, as it has stopped challenging us. Old Man, wake up and watch!

The aim of the Arena System is to relate the institution only to human needs; to keep

it from colonizing individuals; to rest it not on a purported requirement for bureaucracy but on the fact that people when given the chance organize themsleves freely. When the university is viewed as an arena, it cannot be viewed as a legitimate instrument of society, charged with doing things to people.

The INSTITUTION AS ARENA contains these elements:

(1) Utilization of talent and skills
(2) Competence, interpersonal and institutional
(3) Coherence of environment
(4) Communication
(5) Planning skills

I will develop each element separately.

The first one, "Utilization", concerns management. It seems a preferable word. In an era when we are about to "institutionalize perpetual change" the term "management" is static.

"The reason is that we have not learned enough about the utilization of talent, about the creation of an organizational climate conducive to human growth. The blunt fact is that we are a long way from realizing the potential represented by the human resources we now recruit."--Douglas McGregor, The Human Side of Enterprise, 1960.

I was poking around offices at the college, chatting, looking for the coffee pots, trying to determine who ran things, how people perceived the college was put together. "Just a minute Tom and I'll find that chart. Just saw an updated version. It's here." Good sign that no one took charts too seriously; too bad they did them. Harris had done an interesting one in 1968 for the planning staff. Unfortunately, it had his office as the center and most communication going through it. Can't work that way.

15

Organization charts as commonly constructed, bear the same relation to the way people are and work as Deuteronomy does to McCluhan. Like land surveying is a perception of ownership not an estimate or guide to the best uses or possible productivity of the land. Deuteronomy, surveying, charting the earth as flat are all related to the typical organization chart, whose immediate lineage is military and ecclesiastical.

Today in organizations, relationships are always shifting, unrelated more and more to birth, salary, sex; and more to competence, creativity, and ability to collaborate on a particular issue.

Perhaps an improved visualization of possible human relationships would be a return to more Euclidean concepts of point, line and plane. This would at least give us a three dimensional perspective. In the 1920's the artist Paul Klee developed such schematics of movement and force patterns found in nature.

From there we can go to a more contemporary figure, that of the molecule. We can describe the human organization as a molecule of various people and tasks, interacting independently, but coherent to the whole.

The nucleus of the model is the mission of the institution, "what business you're really in", as negotiated by society and the leadership people at any given time. Around that moves the participants, passing into the leadership orbit at various times and then swinging out of it. But bound and communicating together. We are now aware that the molecule is only partially descriptive of matter and energy. But it is at least dynamic, changing.

I think that a large model of a molecular organization in the President's office and a larger one in the commons (agora) would remind people that the static heirarchy is gone, so are ups and downs and would always remind the people how the place worked, who did what.

18

A Suggested Molecule

Elaine Palmer succinctly expressed what I will take paragraphs to relate: "We all ought to switch jobs every now and then." The January 1970 chart had five areas: President, Student

Services, Academic, Administration, Planning and Special Projects. I want to propose six: Chief Administrator's Office, Admissions, Academic, Central Community Council, Support Services, Administration. Visualize these as electrons whirling around a nucleus.

1. Chief Administrative Officer. I call it that because that is the title given in the statement of Policies of the S.U.N.Y. Board of Trustees. They don't mention "President". I think they know something... The functions of the office I have identified other than those described in the Board's handbook are:
   (a) Leadership/Decision coordination.
   (b) To generate conditions of creativity.
   (c) Control and evaluation of programs.
   (d) Documentation.

2. The Admissions Office is next on the circle. Close to the C.A.O. circle, because the Admissions office deals with future growth and the community. Today one can learn more about the needs of a college by talking to high school students than industry. (Of course, I doubt that the office should be very busy when most admissions are handled by lottery.)
   (a) Creating a wide mix of students
   (b) Community Contact-Relations
   (c) Providing information on future growth of the college.
3. Academic Office. This schedules. Coordinates the design of curriculum. Sees that people work. Figures out how that can be done.
   (a) Schedules classes
   (b) Curriculum design
   (c) Registration and such bookkeeping
   (d) Library

(e) Educational technology
(f) Faculty services
(g) Evaluation of work.

4. Community Services/Central Community Council. I'm a bit hazy on what to call this area. Probably should be headed by a "Lord High Mayor" with a "Sheriff". Having an elected official here would be fun.
   (a) Food. How and where people eat. Let's contracts with help of administrative office.
   (b) Dormitories and off-campus housing. Sees to it that dorms are good places to live.
   (c) Schedules and publicizes community activities.
   (d) Convenes regularly the Central Community Council that deals with the total community life.
   (e) Counseling and psychiatric stuff.

5. Support Services. This is the old Facilities and Maintenance Office, combined with Institutional Services. The head of this division should be on a par with other big-paid people. He/she should also be out in the open, explaining how they work. Most people in this area, in the institutions I've known, like power and build the real empires. Often they don't like students. People in this office are charter members of the Central Community Council. The National Training Laboratory (NTL) has an interesting schedule of workshops for the Fall. There is a good one in October "Behavioral Style and Management". Uptightness is endemic to logistics people.
   (a) Preventative maintenance.
   (b) Construction

(c) Office services
(d) Transportation

6. Administration, General. Lots of paper work here.
   (a) The business office. That's Albany stuff.
   (b) Personnel. Somebody who likes to fight Civil Service alot.
   (c) Procurement. Apparently this has to be centralized because of Albany's fears of something. Should be kept loose.
   (d) Student financial aid. This should be kept as far from counselors as possible.

I would also suggest that the college establish an Imprest Fund, so that there is some money on the campus. Albany's downright silly [21] policies in the matter of cash disbursement have got to be challenged. It's an issue of local control and initiative. Vouchers are not the same as cash. And this becomes a sore point.

Old Westbury As A Change Agent

SUNY should have established its College at Old Westbury as a laboratory for experimenting with all its systems: logistic, administrative, educational. The R and D College.

Rather, it feared its own experimental college.

On the circular organization chart Harris Wofford reluctantly made in February 1968 he typed a note to the staff; "I am more interested in relative clarity about our tasks." There is good in that. Finding out "what is the business". And then doing it. But there is another more critical aspect to management: People. People, not as slots or task solvers, but People thinking and acting creatively.

Robert Townsend once suggested to Harris that he call himself "Chancellor". And everyone else "Chancellor"!

In the summer of 1969 I worked as a consultant on a study commissioned by the Peace Corps. The purpose of the study was to "isolate objective variables" in the backgrounds of 150 Peace Corps Overseas staff persons. We asked dozens of questions of the personnel files and then a computer was to translate this biographical information into material that would help the Peace Corps select better overseas staff. It was all rather silly. I never learned what the computer said. I learned by myself that "selection" of a candidate was almost useless. About 50% didn't finish their contract for basically two reasons (1) lack of understanding of what their job was and (2) lack of knowledge of how to do it. Most people could have done the work if the Peace Corps had faced the reality that the jobs were not "Glamorous" but middle-level manager jobs and had then trained the candidates for that kind of work.

22

To make them more than that would require a flexibility that the agency does not now possess. Quite possibly the positions are superfluous. Of course that kind of question was never asked. They lost good people.

1. Utilization.

The night I arrived at the College at Old Westbury I was tucked into Butler 100. It was agreed by the staff and I, that I could best learn the college community by living in it. It was suggested that that particular wing and its men would be a trial. The staff had been quite worried by a statement lettered on the wall. I'll quote it later.

It was even thought that some residents of the hall were not all too loyal to the college and its goals. That was true and quite irrelevant. What a collection of talent! And ready to work. I spent a good deal of the semester pushing their various hustles and ideas. There was more varied skill on that hall than I have ever before encountered. There were musicians, horse wranglers, photographers, travelers, scholars, geniuses, organizers, politicians, artists, mechanics, poets (all), carpenters. And each one putting me on... They were too smart to be abjectly loyal to an institution that didn't know where it was going, but they were ready to be sure citizens and responsible adults. I took personal counsel from them all on occasion. 23

"An analysis of cultural factors would suggest that it is highly unlikely that the strategy of appealing to institutional loyalty will be a good strategy

for dealing with either students, who are becoming increasingly autonomous and independent, or with faculty, whose loyalty is often more with the learned society of which he is a member and which gives him his rewards."--Harold Hodgkinson, "College and University Business," May, 1970

What the college can and should do is to provide an arena for the development and display of human resources.

In the college world, that traditionally generates Byzantine relations, the task of a contemporary executive is to simplify the organization; clean it up, throw the processes of the human organization back on personal skills, encourage creativity and communication and then see where the thing goes.

In a time when processes are becoming more relevant than products, people are being heard from again, I'm afraid of college managers who do not study and do not teach. Of course they are being forced out into the arena now and the managers are catching brickbats. They had better hie themselves out regularly and become participants in all that they would administer. Or as is said, "they will be offed!" But when looking for administrators, it is incestuous (what a word) to think only of former faculty people. There is a great need for cross-fertilization in the managerial ranks. Go to NASA, i.e.

"Adaptive, problem solving, temporary systems of diverse specialists, linked together by coordinating executives in an organic flux--this is the organizational form that will gradually replace bureaucracy. To begin

with, it is quaint to think that one man, no matter how omniscient and omnipotent, can comprehend, let alone control, the diversity and complexity of modern organization... This system of an "executive constellation" by no means implies an abdication of responsibility by the chief executive. It should reflect a coordinated effort based on the distinct competencies of the individual".-- Warren Bennis, "Trans-action, July, 1969.

A DRUCKER: Have your secretary keep a time log, detailing exactly how you spend your day. Does it jibe with your prior conception? Do this every few months for a week or so.

A HEBERT: Have her also keep a list of your visitors, under various categories; to insure that you're hearing from everybody. You might tell her who you talk to in your informal walks around the campus.

ANOTHER HEBERT: Publish monthly a list (resembling film credits) of what administrators, faculty and students are doing in running the school; who has relevant information; and to reveal planning processes, after the person's name and what they are then responsible for, say what they're beginning to think about, plan for.

2. COMPETENCE

"Someone you know needs USO" That is <u>en loco parentis</u> translated for the GI. It was my introduction to how corporate America views young people. As a USO Club director in Vietnam I had hundreds of thousands of men go through the clubs I managed. My operating

principle had to be that these men were "straight", that is competent. I ran high stress, moving clubs that welcomed thousands of men a day. I learned that if I organized alternative things to do, kept the structure to a minimum (three or four rules), liked the men and the club itself, I could almost turn the place over to them.

Given a chance, most people act responsibly. Many parents and deans feel that students need "understanding", warmth, counseling, mom and dad, lots of rules, or alternately none, and cookies.

The idea of interpersonal competence is becoming accepted in management writing today. It is surplusing alot of theoretical paraphenalia like span of control, authority, unity of command, staff and line,etc. It has not taken over Dean of Student offices. There seems to be a big hole there between therapy and the computer. And it is not one that can be filled by "activities". The first and most important book on the subject is Identity And Interpersonal Competence by Foote and Cottrell, University of Chicago, 1955: "Competence denotes capabilities to meet and deal with a changing world, to formulate ends and implement them."

They trace the three stages of growth that characterize social institutions in America: charity to therapy to planning. Then they develop the components of competence: Health, Intelligence, Empathy, Autonomy, Judgement and Creativity. It is very good reading.

An Arena of Competence challenges the participants. It does not fold around them. It presents alternatives; it accepts easily many modes of behavior, it is not uptight; it en-

courages exploration, criticism, challenge because it is geared for them. Paul Welcher, director of the SEEK program at Old Westbury speaks of "navigating the system" as a learning experience. Navigating the system <u>is</u> the system. How it is perceived is how it is navigated. Is it interesting, demanding, truly educational, or are we like the balls in a pin-ball machine, caroming around ignorantly, awaiting the next jar and tilt?

Mike Prewitt was saying that we had better fear the total systems proposed by Bucky Fuller. As this is true, I could only suggest that we all become Buckminster Fullers. We have all got to learn to think in systems.

The Dining Hall at the college was particularly oppressive I thought. I fashioned a small "concern group" to tackle the issue. I left a note under Tony's door reminding him of the meeting, I got this reply.

"Tom -- I'll come to the meeting on Wednesday, to check out response, see what's possible. I will make no promises. Tony"

That's competent. A bit wary. Students look for things to work. An equation:

Students are to successful change as bureaucrats are to secure advancement.

If we can't make bureaucrats students again, the problem of management is to reconcile what has become opposing world views. And that is going to be a bitch.

"In either case he suffers from an inability to satisfy his needs. The argument over labels helps no one. Conventional psychiatry wastes too much time arguing over how many diagnoses can dance at the end of a case history, time better spent treating the everpresent problem of irresponsibility."

"What are your plans?" he asked. -- William Glasser, Reality Therapy

THE OFFICE AS ARENA

Once upon a time I was reading the "Whole Earth Catalog"; I came across an ad for a book entitled Action Office II, A Facility Based on Change. Zow! I needed that book. Because the office furniture (and mind-set) that Old Westbury is buying is all wrong Stop buying it. It is drawers, drawers, drawers.

I learned about "Office Landscaping" a German innovation in office layout a few years ago, and had used "work stations", communication centers and traffic patterns myself, but Action Office II is something new. A total system utilizing modular furniture units and moveable, low walls that adjust the way the staff wants them.

29

The furniture that was designed out of the research for Action Office II is built by Herman Miller, Inc., N.Y. Stony Brook and SUNY Headquarters are buying it. It is on State Contract #P 31175.

3. COHERENCE

The next element of the arena is Coherence. Nevitt Sanford uses the term to distinguish the older college and the new university. He says the difference is not in numbers, but in coherency. When members feel they know it, can relate to it individually and in groups, it is coherent. Kevin Lynch of the MIT and Harvard Joint Center for Urban Studies has written extensively about this phenomena for city planning.

"By this we mean the ease with which its parts can be recognized and can be organized into a coherent pattern... Structuring and identifying the environment is a vital ability among all mobile animals ... To become completely lost is perhaps a rather rare experience for most people in the modern city. We are supported by the presence of others and by special way-fitting devices: maps, street numbers, route signs, bus placards. But let the mishap of disorientation once occur, and the sense of anxiety and even terror that accompanies it reveals to us how closely it is linked to our sense of balance and well-being. The very word "lost" in our language means much more than simple geographical uncertainty; it carries overtones of utter disaster." 30

Old Westbury College, Planting Fields is incoherent as an institution. When I discovered that the pay phones in the dorms had been all out of order for more than two weeks, and no one could phone out from the college, I couldn't find any student who knew whom to report this to. In fact two people in the administration

thought that they were responsible when I told them of the situation. A plight of the student there is in comprehending who does what. The circle of domes, the center of the college is a no-man's land of interaction because the domes, like 1984, do not reveal the work or processes they house. There are only numbers. After four months there, I was always unsure of what damsel or dragon lurked behind them doors. And a gynocologist could get lost in the warren the Urban Studies College calls its own!

Some factors that give coherence to a college:

---

(1) Good site planning
(2) The catalogue and brochures well done
(3) Orientation of new residents
(4) The three handbooks informing, not threatening
(5) Informed secretaries (are very rare)
(6) Daily news bulletin, newspaper essential
(7) Signage thorough and pleasing
(8) Large, central, maintained, lit notice boards.
(9) Graphics done with care

Coherence is knowing how the damn place works.

4. COMMUNICATION

When it is said that "communication has broken down", a college community is lucky if people

have only angrily stopped talking to one another. It is more serious if they can't talk to one another. Or they have to rely on talk. And this situation more naturally occurs today in college's than mere glaring silence. Communication is living, organic; is at war with bureaucracy.

"It began with a 14-word edict issued by a Berkeley campus dean outlawing tables and leafleting for the purpose of organizing demonstrations off the campus. We were amazed. Surely it be a problem of'Communication'. But every dean we talked to said: 'I can't do anything about it. I'm not responsible. But you'll have to obey the rules'. And the president of the university, Clark Kerr? No one even knew what he looked like."--Jerry Rubin, DO IT!, discussing the origins of the Berkeley Free Speech Movement. 3.

The arena of competence has a matrix of communication systems. Here I take communication to be the entire "flow of material, information, perceptions, understandings, between the various parts and members of an organization". Rubin was on to something. It was a problem of communication. There are, I think, seven types of communication in the paragraph above. The usual bureaucratic ones, edicts, deans, rules, were squared off against tables, leafleting, demonstrating and personal contact. More recently, a hand-built medium, a park, failed to communicate between people in Berkeley. Fences and guns communicated. "A community succeeds as it communicates." And so: Communication must start at the Leadership/Decision circle. If it starts

elsewhere, we're all in trouble.

Logos: what is said.
Ergon: what is done.

Early in my stay at Old Westbury College I learned that "getting the word out" clearly and undistorted was a tortured proposition. Harris asked me to write a statement describing my background and ideas about "community." This was not an occasion for irony and obscurity! In the problems that came out of that announcement was a good deal of information. Firstly, there was no medium to make routine announcements, other than a letter to the community, xeroxed and distributed all over; a paperfall. Secondly, if there was distortion, as was the case with mine, there was no appeal except by public trial or a xeroxed reply in the same channel. Thirdly, the form of this sole mechanism, granted it certain immunity to challenge and reply. Pamphleteering in the guise of announcements and "need-to-be-said". Anonymous statements could speak for everyone. The technique had been developed the first year. 33

Some comic relief was provided in the printed attack on my arrival in the signature: "126 members of the Old Westbury Community". Everybody knew that it was then difficult to find 126 people at Old Westbury, much less to get them to agree on something. In Denver I picked up this: "The more disorganized and unpredictable a system is, the more information you get by watching it".

The faculty and administration communicated, when they did, by letter, telephone and inter-

office mail. I found very little face-to-face encounter. People in adjoining domes debated on the phone. Eventually there were three mail rooms and significantly no faculty/administrator lounge. I learned of only one large faculty party; have it on good intelligence that the punch was cleverly laced with nothing; which says a lot. One departing member of the faculty reported that there were members of the small faculty he had never met. Policy and curriculum were discussed at formal meetings. Old Westbury can be described as a "Formal Environment". That's an irony. Is there such a thing as "institutional autism"?

The time I "Hebert-ized" the Student Services budget hearing... 3

Communications Officer

This person will have broad responsibilities for the effectiveness of communication inside the community of the college. This person will establish and direct the publication of a daily newsheet for the college, be responsible for orientation of student/staff to the processes of operation of the college. This will involve meetings of staff and students, handbooks and brochures. Also he will organize seminars on "How Things Work" at the college for administrative staff and secretaries; establish and maintain bulletin boards, keeping them up to date and relevant. He will help all members of the community publicize their events and activities, helping to insure their success and generally provide technical resources. He will be responsible for establishing and maintaining the Master Schedule for college events. He

will also initiate design and establishment of a campus radio station.

Ombudsman

The concept of a college ombudsman for the students is a new one. When students are deeply questioning the basic management of education, and young people are involved in life-styles unknown to many college functions and their administrators, a person is needed who: understands the administrative system, has access to it; is charged with the responsibility of investigating problems and complaints with it; and can explain and will try to open up channels of communication that may be fuzzy or not working adequately.

Good ideas still...

Here is a checklist. It is a "Communication Breakdown Structure". The Primary System requires urgent attention in a college. The Secondary System, more or less, results from the Primary. It, however, is the important one.

PRIMARY SYSTEMS:	SECONDARY SYSTEMS:
Primary Description	Personal Accessibility
Legibility	Informal Nodes
Urgent Exchange	Public Arenas
Automatic Feedback	Mirrors of Nature
External Sources	
Transportation	
Public Alarum	

Primary System Detailed:

(1) Primary Description
    Catalogs and Brochures
    Admission Forms

Handbooks for students, faculty and staff
Secretaries, informed
Daily Bulletins
Memo distribution, hand and box

(2) Legibility
Signage
Notice Boards
Poster Graphics
Graffiti

(3) Urgent Exchanges
Telephones
Inter-coms
Messengers

(4) Automatic Feedback
Memos
Forms with return copy
Charts (plastic status boards, GANT charts, etc.)

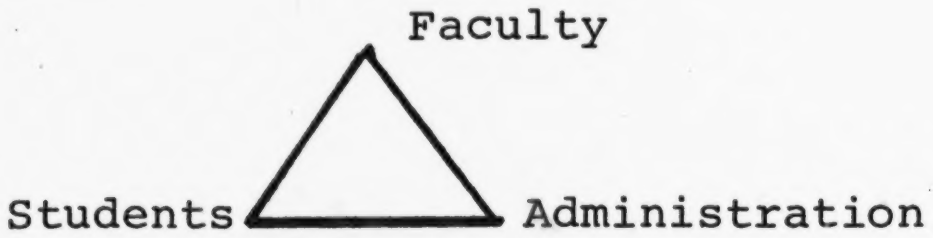
(5) External Sources
U. S. Mail
Radio
TV
Newspapers
Movies (off campus)

(6) Transportation
Campus Bus
Cars
Taxi
Public Transport

(7) Public Alarum
A Public Bell For Crises

Secondary Systems Detailed:

(1) Personal Accessibility



(2) Informal Nodes
- Dorms (Halls, lounges, johns and laundry)
- Halls
- Eating
- Office Areas
- Bookstore
- Coffee Houses
- Lounges (TV, Listening, Smoking, etc.)
- Foyers
- Central Piazza (agora)

37

(3) Public Arenas
- Parties
- Community meetings
- Community events
- Meetings (ad hoc and agenda)
- Charrettes
- Convocations
- Celebrations
- Demonstrations

(4) Mirrors of Nature
- Real mirrors all over the campus
- College newspaper
- Campus radio
- Theater
- Music
- Art
- Interpretive photo archives

Closed circuit TV
Impulse generated mimeographing and xeroxing
College journals

Communication and art

A "Photo Archivist" is someone who teaches others to photograph and interpret what they see around themselves. Then an exhibit is made that shows us to ourselves.

38

5. PLANNING SKILLS

If I was ....the first...among the first things I would discuss with my "Chancellor of Things Academic, would be when to create a course in "Systems and Project Planning". I would hire me a systems person from Houston or wherever who could teach systems and then I would try to get every student and faculty somebody and administrator to take the course. I would provide blackboards and paper charts in every room (very few at Old Westbury) and I would demand coherence in presentation of new ideas. That's what I would do. Then I would kick the dog. And get a Bud.

There were two instances at Old Westbury this past semester involving lots of people that illustrate the need for teaching, then demanding, planning. (1) Earth Day. This is an example of "fixed time-line" planning. Geraldine had set the Saturday date early in the year. Her job was to move people and activity along that line at a fixed pace, milestone after milestone. In February I was invited to a meeting of the "Eco-cadres" as the local "planning freak." I got worried. Too much cursing detergent, not enough work breakdown structure.

They held my hand. Offered me some bio-degradable raisins. Started meeting quite regularly with Geraldine and Bill, teaching a little mini-course in project planning. Went through such things as delegation of authority: "once you've explained and delegated, your job is to carry water for that person; help them to be successful." Talked about the old five-level management system: Planning, Organizing, Staffing, Directing, Controlling. We learned that this is weak,

becuase it has little emphasis on human resources. Too few people were involved from the beginning of planning for E-Day. The seven functions we identified as needing separate leaders, were not filled soon enough. Real planning always proceeds from people, not the other way around. It was a good lesson for us all.

As the days passed the students got quite involved with managing as a process. John Coyne was bringing a speaker to his Proposal Writing class to explain PERT. I told Bill and Geraldine about it. After the lecture, a single lecture, we went back to my office and Geraldine designed a network of "events" and "activities" for the last two weeks of work, prior to Earth Day. And it was good.

A nice effect of the planning was the confidence it generated in the administration people involved. For a while I thought the kids were the most organized people on campus, bar none! Perhaps only 2,000 people showed up for the Festival, but there was a program planned and facilities for 20,000.

The second event of interest is an example of "Crisis Management". The Cambodia-Kent State affair. Every college in America (I assume) had at that moment to come up with an individual response, a plan for action. It was a matter of honor. Old Westbury satisfied the challenge. With a moderately successful program called "the Open University."

The school decided after a series of meetings not to close (not particularly meaningful for Old Westbury) but to open itself up and resources to the community. Try to reach out on issues related to the War. It was students again with planning skills: Wo-

men's Liberation dominated the Open University. They were together. After the initial fuss, only a few people outside Women's Lib (some of us submissive males,) participated in the Open University. The girl's made the same mistake as the Ecology people: they didn't try systematically to extend their leadership. Partly because of old antipathies, partly politics, partly ignorance.

It is not safe to say that the people "over thirty" basically didn't know how to proceed systematically when confronted with urgency, not a deadline. But where in the education of a teacher or college administrator does one learn how to get things done? Education in that area ended with"outlining". Power to the people!

41

Counselors and fire extinguishers originate in the same industrial technolgoy.

Someplace in his "Notebooks" Camus says that people become what you expect of them.

THE AGORA

It is often forgotten that in ancient Greece the government responded not only to the elected or hereditary leadership, but to the noise of the agora (the heart of the city), the cant of the Temple Houses, to the private groupings and sects, informal orderings, strictures of ritual, mirrorings of fools; indeed "Rule of Law" is a concept that has arisen when we have lost the variegated, pied channels of securing balance.

I saw the usefullness, demand for extra-processual forms of government in Nigeria, West Africa in 1962-1964. Independence of sorts had arrived in 1960 with a fine imported constitution. Immediately, the shallow understanding it held of Nigerian society became 42
apparent. Nigerians had been accustomed to much more "community control" and communication with leadership than the new forms allowed. In vain, the secret societies, kingships, chieftaincies, and festivals tried to tend their functions, provide bridges between the old and new, but they have largely been pushed aside. The Biafran War was the result of the forced collapse of traditional government. Americans are suffering from the same ills.

But we still try to express and govern ourselves in makeshift agoras. On a sign contrived from a carton, carried by a wino; observed in Dupont Circle, Washington, D. C.:

"Let's legalize
Wild Irish Rose

Put a trash can
on every corner,
For the empties.
We ain't litterbugs!

Down with coke.
Up with Rose!"

The famous note on the Butler Hall wall observed the night I arrived at the college:

"You've been given these groovy
walls
So that you won't write on them
Like you were given a lottery
Given a school to encase the
nerve endings
Of your anger in foam rubber.
TACTICS CHANGE
INTENTION REMAINS
Authoritarian institutions are
never permissive
Only inept or deceitful.

In this section, THE AGORA, I will discuss the form of the Agora historically, community control, the agora at Old Westbury College, the politics of the first complex being built now at Old Westbury, other more democratic design processes available, faculty teams, new meeting forms, and Iso-concern Groups.

The concept of the agora. My beautiful American Heritage Dictionary: "A market-place in ancient Greece, customarily used as a place of popular assembly".

"...the agora its true centre which held the whole structure together... Here the people could assemble to be harangued; the only equipment needed was some sort of tribune for the speakers, and possibly seats for men of dignity. Religious assemblies at the festivals could use the same place... The council-house, offices for individual magistrates and boards, record office and so forth were naturally placed in, or at least very near the agora."--R.E. Wycherly, How The Greeks Built Cities

So the agora is both a physical place in the community and an instrument of social organization.

Old Westbury had a lot of "Community Meetings" while I was there. Mostly they were expanded Faculty Meetings, that being the only sort of "legitimate" gathering possible. They were antagonistic affairs. Voting faculty, (hopefully a quorem) sitting around large tables, pushed together to form a large square. Held usually in the cloistered "faculty Lounge." The rest of us, students, staff, latecomers squatted on the floor, leaned against the wall or perched on a radiator. 45

We sweated a lot; craned our heads to see and hear, whispered to be passed a mimeographed resolution, of which there would be half enough. And made nasty comments as befitted our role as chorus. But we did create tensions and in some cases fear, particularly if we were a bit hairy, a bit radical. If we were in the back, we learned later the dramatic bits we missed. Altogether the Faculty Meetings had everything against them: a poor

setting filled with people scarcely known to one another outside it.

"For his satisfaction and growth an individual needs opportunities to engage in active interchange with his environment: to use it, change it, organize it, even destroy it."--Kevin Lynch, The City As Environment

---

My sad moment at the college came in a meeting of the Administrative and Support staff during the Kent-Cambodia period. The faculty, after two days of hot debate, passed unanimously a resolution calling for the impeachment of Nixon and Agnew. This was mimeographed up. The Staff was gathered the next day to pass on this resolution. The students were meeting next door. Vice-president Byron Youtz opened the meeting with an apology to the staff for presenting them with a faculty resolution which read "We the Faculty, Students and Staff unanimously condemn...etc.." He explained to the shocked people, (staffers, janitors, secretaries) that, of course, they would vote their mind and the resolution would be rewritten. So before the vote, discussion opened. It is obvious that our staff wouldn't be as radical as students and faculty. Very middle class. 46

Came the tentative questions about impeachment. A number of administrators who had been at the faculty meeting tried to explain the arguments behind the resolution. The staff listened. Then Frank, the College

Printer, said, "Why don't we write our own resolution?" Softly I said, "Right on! Do it Frank!" But then someone asked if someone from the faculty could come over and explain the resolution. When they heard that the author was a lawyer, it was settled: They wanted to talk to him. Just then the author walked in to speak with someone. A sigh of relief. But he couldn't stay, he had to catch a plane. So a vote was taken. Something like 12 for, 6 abstentions including mine. So it was ratified.

I was aghast. A group of people who work at the college had no mechanism in which to participate in the public life of it. The Reasons:

(1) No Organized space for assembly, i.e. no auditorium, risers, tiers, platforms

47

(2) No mechanism for calling such a meeting

(3) No form for a democratic meeting to take

The students also only "ratified" the resolution. So one needs:

(1) A place of assembly, organized as such (tiered, circular arrangement is best)

(2) A device to call the proper meeting (by proper I mean the concerned constituents and the necessary number.)

(3) A process for the meeting, that insures that all opinions are head, that no one is intimidated and that gives coherence to the time spent. (See the section on Women's Liberation)

One does not need:

(1) Standing committees

(2) Robert's Rules of Order

(3) Meetings gaveled to a close

(4) Votes taken

(5) Permanent chair persons

The sense of Agora is a complex weave of the informal and the formal. I believe that the new College at Old Westbury, its students, its physical form, will encourage it perhaps demand it.

THE CONCRETE VILLAGE AND ITS CITIZENS

I first saw the model of the "A" complex on November 12, 1968. Exciting. Had a myriad of ideas on how to bring it to life. Stores, bazaars, picnics, great laundry rooms, and my favorite idea: in the Spring everyone would hang their clothes on bamboo poles to decorate the town. The place is going to be very intimate. It is a dense space. The proportions are human, like Georgetown. It is sited with a fine hand. It is complex, labyrithian. La Crepe. It moves on roof-tops, through restaurants, over bridges, down ramps, in and out of the forest, past miles of geometric concrete, shoots down crevasses and finally loses itself in "unresolved spaces." No Stony Brook, I dig it. 48

Now to deal with it. I spent two hours with one of the principals in the joint-venture, Alex Kouzmanoff, on April 23, 1970. He talked of rectilinear cubes, explosions of sky, neighborhoods, moon gazing, cul de sacs, the tension of the buildings being released into the fields, how it would change for different parts of the year, how you could pull out the walls, because of the columnar structure, scattered student activities.

To model his college, he took me on a mental walk through a European hill town, looking for a fine restaurant. We dodged and darted around and finally found this place

to eat and drink. "A" is all that. Later I bought a little book on Medieval Towns.

Then I asked Alex a question relevant to Old Westbury's first year. "What are the politics of the place going to be like." He answered, "Subdued. By all the irrational space. But the place is going to open up their minds!" Kouzmanoff knows and likes students. He was a friend at Columbia, where he teaches. I read my little book.

"The existance of these specialized spaces, (markets) dedicated to trade should not blind us to a basic fact: the entire town was primarily a tool for the manipulation of economic forces, economic and political power were substantially identical, at least in theory.--Saalman, Medieval Cities 49

Kouzmanoff knows his concrete. He is right. But I would rather the community have a more Hellenic experience than a Feudal one. European towns in the middle ages didn't have much of a political life. That won't do today. "En loco parentis," even by dynamic concrete, is not acceptable. So, in the central space where the model shows a tree, there should be a stele or a fountain. Something that will draw the people together, for matters other than commerce, be it in potatoes or verbs.

Considering the North Atlantic weather of these parts, it is more realistic to think of an indoor agora. Complex "A" has numerous public places, but not many sited together. On the other hand, the administrative/academic "Core" to be built later has a large covered Mall between the major buildings. This can be a perfect agora. It has important official

functions opening off of it; there is a theater, a rathskeller, steps and columns. I suspect that it will be the most important single space in the whole college. "...to do nothing but watch and wait and fool around." The agora.

Shopping malls are deserts of interaction. The pseudo-streets are only expanded milling areas with tacky fountains thrown in. One suspects the managements are apprehensive of fulfilling public needs. This potential college agora can be dealt with as such a mall. Right now it is merely the space between the important functions. A successful effort to cover it has given the college an immense advantage. Every action in the college will pass through this space. Many things will be initiated in it. So it must be a good place. Seen as the agora, a legitimate, necessary space with unique functions, much goodwill come of it. Good space misused retaliates.

I'm after some student involvement in the planning of yet-to-be-built facilities at Old Westbury. More accurately, "user participation." Not because the planning of Complexes "A," "B," "Core" was badly done; the users have not brought in a verdict. I am excited by "A": confronting those confounding spaces ...Albany has in this instance selected fine architects. But the design process imposed by Albany is old-fashioned, a straight-jacket on the possibility of discovering <u>new issues</u> around which to build buildings and spaces.

"Resident participation in the planning process in some mean-

ingful form is no longer an option open to well meaning liberal policy makers. It has become an imperative."--Roland Warren, "Journal American Institute of Planners"' July,1969

I sat in on five meetings between Albany officials, the College and the architects. They were deadly affairs; regretably no students were in attendance to point this out. The programming (listing of necessary spaces), done years ago, is a vanilla milkshake. It is liberal and 1960 at best. To most architects, programming is one thing, the architecture another. The possibilities of human interaction usually do not concern them. For example, in "A" there is a space designated "G-7, Recreation, 1600 square feet." It is given today that most learning in schools takes place informally. Therefore, that space G-7, like lounges, "Commons" and foyers, is critical. And I'm pessimistic that a middle-class, middle-aged architect can know enough about students and their ways to design the space alone. "G-6 Game Room" is another issue: "Hanging Out." "Game Room" means a sea of pool tables in a basement level. Fluorescent lighting. Smoke, cans of soda. And probably Black students today. An interesting space, with interesting inter-actions it is not. A political space it is. All the interesting questions involved have been handled by a ruler. When students "Hang-out" what does

51

it mean, how do they do it, how do they want to do it?

It is wrong, unwise for Albany, delighting in its own Baroque politics, to order the design of facilities with (a) no research in the way the users behave now (b) no speculation on alternatives (c) no provision for student/faculty/administrator participation in the actual process of design. What new directions in science, theater, group interactions, student activities were given the Joint Venture? For the faculty in "A", offices are strung in a row because one administrator said they didn't care about their spaces. If the students are able to make coffee in their rooms, it will be mostly by accident. No one thought of this as a separate issue. In the original program, they couldn't include a Bookstore for legal reasons. But there will be one, alas. In a subterranean space entitled "Telephone Centrex", K-17. Some of us learn more in a Bookstore than we do in the Library. What should a Bookstore be? Today? Where should it be? Can we create something new conceptually here?

There are at least three other ways to plan:

(1) By issues or problems. Developing through behavioral research the programming stage.

(2) "Pattern Language." A technique of educated hunches based on a wide-spectrum of behavioral, political, aesthetic issues.

(3) The Charrette.

The last one of these, charrette, is the most interesting, fitting for a college scene. It belongs in the Agora. Charrette was de-

veloped in the Office of Construction Services, U. S. Office of Education. On April 28 I arranged for that office to make a presentation to Old Westbury.

Charrette is frankly based on the proposition that representative government has broken down in most places and that new mechanisms are needed to see that people get what they want. Charrette has shown that local initiative and control combined with expert advice produces school design of a more relevant, responsive nature than the usual city hall contract-letting. The Office of Education which has sponsored them in dozens of cities, around as many issues, including College Building, has proved this.

The major elements are Confrontation and Sensitivity Training techniques, outside consultants from a wide spectrum of disciplines and mandatory attendance, with commitments, from all people/agencies involved or affected. It is a very creative mixture. In some of the ratification meetings I attended, I kept awake by conjuring visions of the same moguls meeting with faculty and students over long weekends finding out where each was at. Dealing with one another. 53

"Charrette" can also be used to establish and repair College-Westbury Town relations. I wonder what the first issue there will be...

If one wants to learn more about "Charrette" he can contact:

Mr. Barry Schuttler or Mr. Tom Clary
Department of Health, Education and Welfare
O.S./F.E.C.A.
Division of Facilities Planning, Room 2171
330 Independence Avenue, S. W.
Washington, D. C. 20201

Everybody is searching for new forms...
Starting with Abbie Hoffman:

REVOLUTIONFORTHEHELLOFIT

"DIGGER CREED FOR HEAD MEETINGS
MEETINGS ARE

INFORMATION
MEDITATION
EXPERIENCE
FUN
TRUST
REHEARSALS
DRAMA
HORSESHIT

MEETINGS ARE NOT

PUTTING PEOPLE DOWN
Shhhh! LISTEN AT MEETINGS Shhhh! 54
LISTEN TO eye movements
LISTEN TO scratching
LISTEN TO your head
LISTEN TO smells
LISTEN TO singing
LISTEN TO touches
LISTEN TO silence
LISTEN TO gestalt vibrations
LISTEN TO a baby born at sea
LISTEN TO the writing on the wall
DON'T LISTEN TO WORDS
DON'T LISTEN TO WORDS
DON'T LISTEN TO WORDS

meetings are life
surrender to the meeting...the meeting is the message

MEETINGS ARE CONFRONTATION
MEETINGS ARE RELAXATION
DIG OTHER HEADS
DID YOUR HEAD

dig disrupters, dig poets, dig peacemakers, did heads who mumble, dig heads who don't go to meetings, dig heads who fall asleep, dig andy kent, dig clowns, dig street fighters, dig heads who scribble on paper, dig hustlers, dig heads that admit they are wrong, dig heads that know they are right, dig doing, dig changes, dig holy men, DIG HEADS who do everything

AT MEETINGS DIG HEADS WHO DIG MEETINGS

all meetings are the same same same same same same same same same same same same same same -- DIFFERENT meetings are rivers -- don't build dams

55

BEWARE OF STRUCTURE FREAKS
BEWARE OF RULES
BEWARE OF "AT THE LAST MEETING WE DECIDED..."

DON'T GO BACK -- THERE WAS NO LAST MEETING
DON'T GO FORWARD -- THERE IS NOTHING
meetings are Now yc" are the meeting we are Now

WITHOUT MEETINGS THERE IS NO COMMUNITY
COMMUNITY IS UNITY

AVOID GANGBANGS...RAPE IDEAS NOT PEOPLE
MAKE LOVE AT ALL MEETINGS

MEETINGS TAKE A MOMENT -- Time is Fantasy -- MEETINGS TAKE FOREVER

There is no WAY to run a meeting
use meetings to help you DO YOUR THING
Go naked to meetings -- Go high to meetings

BE PREPARED

PREPARE BY meditation

PREPARE BY doing

COME PREPARED TO DROP OUT -- COME PREPARED TO STAY FOREVER

IF YOU ARE NOT PREPARED MEETINGS ARE NOT YOUR THING

ONLY DO YOUR THING

mene, mene, tekel, upharsin

(meetings are a pain in the ass)"

56

THE T-GROUP AND CONFRONTATION

In the seventies terms like "Cop-out," "red-crossing," "How do you feel about the Dean over there?" are going to be more useful to important college issues than voting rights on policy councils were in the late sixties. There is a real rush currently to fit the mechanisms of Sensitivity Training to structure and function. National Training Laboratory (NTL) and University Consultants, Cambridge, Mass. are two that are currently in the business.

Old Westbury students have not seen anything really constructive happen at the meetings they struck to participate in. This apparently is the national experience.

Students have generally not taken up full responsible committee memberships. So nothing has changed. In one of my first great memos to Harris, I suggested that before he left the college he dismantle the Office of the President and give that authority to the "Representative College Council," composed of six students, five faculty and two administrators. This body was negotiated after the Spring 1969 sit-in. The students had wanted of course, "one-man-one-vote," a probable monster of short life, but settled for a committee. The committee was a micro-cosm of the campus, potentially useful. If it could get itself together. With no permanent chairman it would have had to resolve the tensions within itself and thereby serve as a model to the community. The skills of Sensitivity Training would have served. Getting personality conflicts and issues separated would have helped humanize the campus. Whatever happened to "Parliamentarians?"

WOMEN'S LIB AND THEIR THINGS...

Old Westbury College has a rich tradition of Women's lib. God love them. It is a powerful force in America today. It is the most interesting part of the "Movement." It's issues will be co-opted one by one and its essential message of equality among men and women and further among people, people...that will be slower. But it will survive..Women will change this country. And it will be the processes of human interaction that are going to be redone. Disciplines and freedoms are going to be very common in the corporated world tomorrow. Here is a list of techniques that are being tested today in Women's lib.:

(1) Revolving leadership
(2) Spokesmen (spokespersons) chosen by lottery or group.
(3) Each person accepts the responsibility for everyone's equal participation in the group.
(4) The "disc system." A fixed number of discs is alloted to everyone prior to a meeting; as each person speaks they use up a disc.
(5) Lateness at meetings is not permitted and is penalized by the mail answering job.
(6) Each person does his own "scut work."
(7) They teach each member: how to speak and write well; to organize; to create and to explain theory.
(8) The lot system: all work is drawn by lots and each person is required to keep a record.
(9) Meetings are not run by agenda, but may be divided into interpersonal relations and actions

(10) Meetings begin with each participant making a short statement of their views/ feelings on the issue at hand.
(11) Groups are kept small and independent.

Hodgkinson warns in the article on smaller governance structures that we cannot appeal to institutional loyalty among students and faculty today. We now have the phenomenon of politically conscious young people applying to go to college. They won't discover in their junior year that the college was a hustle: they'll think that when they arrive. Many are quite sure that their high schools are oppressive.

Whether it wants to or not, the college is going to provide an arena for radical opinions and actions and actions. The position of radical student groups on the campus today? There has to be communication of many kinds with the administrators. The administrators should find out what contribution each (group of people) wants to make. As long as groups use college facilities, they should make responsible contributions to the community life. That contribution will probably further their aims. And that's the rub.

59

FACULTY TEAMS

The "A" complex is comprised of dorms, public space, administrative space and "institutes." These 12 separate office-classroom areas are physically isolated and coherent internally. They were designed to house a group of students and faculty that were concerned about a single issue or related issues that demanded the maintenance

of a fixed area and organization to pursue. In effect this is the concept of the faculty team, that is being talked about as an alternative to the traditional department system. In an article in C & B Business, April 1970, six reasons are given for growth of this new form of organization in the university. (1) emergence of inter-disciplinary areas (2) the pressure for and the demands of scholarship (3) the proliferation of structural interaction mechanisms like committees, journals, seminars, etc. (4) the need for an anti--obsolescence device (5) the shift to a seller's market, i.e., the growth in numbers and sizes of schools (6) the need for a countervailing power mechanism.

It appears to be a workable concept; the aero-space industry has been using design teams for years. I relate to it as a more democratic organization than those the faculty have access to today. "The trend will continue to be from more autocratic to more democratic leadership styles...He (the college administrator) would have to learn to build a variety of research and teaching teams and work through their informal leaders." Within a galaxy of teams, both individual teachers and students would find more time, help and enthusiasm. And administrators would fine less committees. That might be a drawback for them.

60

Ask anyone what an "Iso-Concern Balloon" is and they'll tell you that it is a group of people, maybe seven, that gets together around a single issue, problem or mutual concern. They stay with that issue, problem or concern until it is settled, solved or developed. They then write it up and disband themselves. They will tell you further that "Iso-Concern Balloon" is a ridiculous name for it. They embarrass easily.

"A democracy is like a living plant, troublesome, messy, needing attention, but a police state is like a block of stone and will endure of itself...Indeed, I don't think we want, don't think we can afford a Hero. It seems that, if we can negotiate the next fifty years or so, many of our present problems will be solved. It's a big "if," but the prize is proportionate. Meanwhile, the times are critical. A Captain of Fate, an epoch-making specialist in one particular virtue rocks the boat to one side or the other. I think we want not captains but a full crew of moderate men. But: "Moderate" will not in them mean slothful or devitalized as it often does today. On the contrary they will be moderate these Men, because they are complete."--Robert Bolt, "A Modern Man for All Seasons"

62

THE TOBER

The Tober. A literally "fantastic" word of the british fairground world. Some colleges have a good tober, (they are good places to live, a lot happening); usually they have boring or non-existent tobers.

To create a proper spirit of tober one must utilize all of the campus and as many people and their resources as possible. To give the hang of it, let me raise a few common issues out of which we can begin to create a college tober. I picked them out of the hat at random.

(1) Campus transportation. There is the public "White Bike" system that could be used. But as bikes are not useful year-round on Long Island and there will be required transportation to the main service road miles away, there is a solution that also adds to the Tober: horse and carriage. The college has stables and Arthur Clark in PROFILES OF THE FUTURE has pointed out that man has never devised superior transportation to the horse for distances under five miles. Some horses, wagons and sleighs could be maintained very cheaply. And what a marvelous way to get around. Why not? 63

(2) Kitchens that students have access to are scarcer than happy trustees. At Old Westbury, outdoor, roofed kitchens like there are in state parks. Uh? Good for commuters. Picnics.

(3) Car washing. Going to be a lot of cars. They should be washed, so they don't deteriorate. A place could be easily set aside in the parking lot that would attract car washers of a weekend. Hoses, drainage

and places to sit down, with tables. A speaker run from the Coffee Shop juke box. Lighting. A lot of studying may be going on in the parking lot. Usually does. In any event, another good place to gather has been provided.

(4) A need for laughter and someone to say "Bullshit!" at the right time. Elect a Campus Clown. Maybe work-study. And if he/she is good, laughter will increase and pomposity from all quarters may be reduced.

(5) The night. A 24-hour campus. Colleges and cities are moving towards round the clock use of facilities. Hire some professor who will teach a three a.m. class and then open up the gym and coffee shop. The campus will be more useful to the community and more interesting to live in. These night hours are for increasing numbers of people, good hours in which to live.

Not only utilize the campus totally, but give it a nice touch.

The Tober: one fills it in himself... But it is good work, creating a Tober where there was none.

64

"The total complex of the fairground -- its planning, organization, and induced atmosphere... As the climax of movement, light and sounds, it is the generator of the total environment, as well as being a setting-out point for the planners."-- David Braithwaite, Fairground Architecture

Some More Rides and Joints on a College Tober:

(1) Forms and rituals
(2) Juke Boxes
(3) Art
(4) Sports; individual and competitive
(5) Fountains
(6) Cafes and Coffee Houses
(7) Holidays
(8) Films
(9) Lawn and Forest
(10) Theater
(11) Dances
(12) Bands (as many as Admissions can enroll)
(13) Parties
(14) Campus lighting (warm)
(15) Dates
(16) Coffee Holes
(17) Pool Tables
(18) Beer Garden
(19) Communes
(20) Street Decorations
(21) Striped awnings
(22) Poets and singers.

65

And now, Ladies and Gentlemen.....

LIFE SUPPORT SYSTEMS

In an aero-space journal I was reading a summary of various studies into the volume requirements for the support of humans during extended space travels. Much research has tried to identify man's essential needs and correlate them to the known requirements of our present space technology. One such study suggests the following relative volumes for space craft:

Work:	40%
Public:	25%
Personal:	20%
Service:	15%
	100%

I am pleased to see the public function gets 25% of the space, and that the private space is one half of the work space. I have no idea what a modern college architect starting from scratch would require. I have tried to think of "Man-environment systems" such as sleeping, communications, maintenance, open space, siting down, eating, formal-informal events, etc.

The term "Tober" lends itself to systems analysis; indeed it is a mega-system. I have loosely grouped some of the follow-ng observations on making a Tober around the functions shown above. Just to mix it up a bit.

"Fundamental human relationships: Man meets nature, himself, other men" -- Dusart, "Ekistics," August, 1969

On outdoor study

"The outdoor areas of a college campus are clearly social environments, as are many public parks. The amount of study done outside, of course, is a small portion compared to the hundreds of thousands of study hours taking place on our campus in a single week. Would outdoor study increase if facilities were not so meager and undeveloped?....Regular-height tables with grouped chairs and raised platforms for sitting; clips or other anchoring devices to keep papers at hand would aid those who want to review, think, solve math problems, contemplate the world. --Robert Sommer, "Landscape Architecture," #3, 1968

67

On books

"A similar approach is called for in the school. Paperbacks ought not be offered students the way Tiffany shows diamonds. They must be made highly visible, ever changing in content, and highly accessible in the places where students are: causal reading matter in the transient areas -- the corridors, lounges, cafeterias, and commons; students can brush shoulders with the books as they move through the day; deeper material in

less transient areas such as classrooms and libraries; both types in school bookstores. Above all, they should be everywhere in the schoolhouse, ambushing the reluctant reader, provoking the avid one, luring all students by the simple fact of their presence and fingertip accessibility. -- "Design for Paperbacks" Educational Facilities Laboratories, NYC
Books should be:

(1) Loaned by the library
(2) Given away by the library
(3) Sold in the Bookstore
(4) Exchanged in the Book Exchange

On libraries

Libraries are more competent at acquisition, storage and retrieval than making their books accessible. Some late thoughts. 68

(1) The Xerox Center should allow each student 50-100 free copies per semester

(2) There should be a "reading floor". A carpeted, slightly inclined space, a soft sound system, cushions, and book and magazine racks on the circumference or suspended from the ceiling. Students who prefer to lie down while studying average the same grades as those that sit at their desks, by God.

(3) Ivan Illyich in the July 2 issue of "New York Review of Books": "The most radical alternative to school would be a network or service which gives each man the same opportunity to share his current concern with others motivated by the same concern...Each man could identify himself to a computer with his address and telephone number, indicating the book, article, film or record on which he seeks a partner for discussion. Within

days he could receive by mail the list of others who recently had taken the same initiative. Matching people according to their interest in a particular title is radically simple. It permits identification only on the basis of mutual desire to discuss a statement recorded by a third party, and it leaves the initiative of arranging the meeting to the individual." This idea, on a smaller scale could be the responsibility of a library. It would act as the clearing house described by Illyich. It would thus become an enabler of education as well as a source.

(4) The library should install wire service ticker tape and distribute free copies of the New York Times to the various restaurants.

69

Old Westbury student: "Mr. Auden, if you were 12 years old and could go anywhere in the world, where would you go?"
W. H. Auden: "Iceland...They read more books per capita there than anywhere else in the world..."

Eating together

"...its style can be described as Early Leavenworth. I do not mean to suggest the Dining Hall as an ideal way to see the environment as a process. I'm interested in finding out the behavior or needs of the area. To learn how to deal with it. It is a very powerful building space. The failure to deal with it has been important to the life of Old Westbury. The building has retaliated by making life at bit harder for all.--my memo 17 March 1970

Communes, etc.

Communes of young people, as alternate living systems, are with us, are permanent. As concepts they are permanent; as viable forms they tend to flounder. Because, in this generation, we don't know much about communal living. The solid experience of earlier American communal groups like the Shakers, has been forgotten, ignored. The college should organize a course in "American Communal Living: History and Skills."

A friend of mine was talking with Margaret Mead recently about college housing. Mead said that systems like SUNY that had dormitory quotas were self-defeating. She wants a strong mix of housing alternatives: tents, (teepees), trailors, communes, co-ops, then the college arrangements of single rooms, suites and apartments, etc.

The second complex to be built at Old Westbury "B" will have a number of apartment buildings, four to eight students to a kitchen. There are elements of communal living here. They can only be enhanced if they are understood.

On how not to make a tober...

"The Udder," the coffee house given by student Rick Davis and a few others, saved the day. Too late. The Community Service Association, a thing required by counter-productive Albany laws to keep tax moneys from going to anything but teaching, was to be the umbrella for the amenities of life like laundry, snack bars, coffee houses, student unions, etc. With a very small community totally occupied with curriculum and politics, the CSA never got off the ground. For that reason, civiliation never came to the college. Umbrellas can

be bottlenecks,"saith the management consultant.

On music

Somebody said that Maestro Halasz and his music made us feel sophisticated; even when we weren't. That's because his programs were artfully put together and he wanted to talk to us about them.

On film programs

The film program had better also show movies. In good weather outdoors. Popcorn.

On parties

Parties may be serendipitious, but they happen successfully only when they are planned or in an ambiance that is pre-planned for them. Someone asked Truman Capote the secret of party-giving: "First of all, you don't have a chip-dip..." 71

Georg Simmel, an early German sociologist describing a party: "Things attractive and enjoyable to the senses..." He made something of a study of parties. He learned that a party began when a social gathering developed two or more centers of interaction.

Old Westbury, as mentioned earlier, had damn few parties. The chance to see people informally is very important in successful institutional management. Regular parties of some kind are essential.

Incidently, are faculty people encouraged to entertain students? Is it financially prohibitive to some?...Someone else should phrase that question.

On theater

The theater program of Old Westbury College has an opportunity to shuck the "Drama Dept." structure that has so failed in this country. I am a refugee of two such departments. It should concentrate on improvization, street theater, mime, clowning, public performing and Aristophanic comedy (because the chorus wants to participate again.) We need theater to find out where and who we are. Dramatic Literature can tell us where we came from. Where have all the players gone? The work done at Old Westbury this year was a good start.

"Revolution-in-the-auditorium is a contradiction. We get pissed when our revolutionary energy is wasted with a play that is defined by walls and exit doors, by starting times, by ticket prices. The only role of theater is to take people out of the auditorium and into the streets."--Jerry Rubin, DO IT!

On sports

Old time Physical Educators saw the world as divided between the sweaty and the sweet. With the proliferation of Long Hair, balky legislators and alumni becoming irrelevant, the boys are in a panic. Trying to liberalize themselves. Coming up with "recreation," lifetime sports, leisure, fencing, "Drop-in hours" and other gadgets to justify more money for themselves and facilities. Real empires are never close to home; always over oceans, deserts or huge parking lots. But these men and women hidden away in their concrete fastnesses can do things that only debate coaches can do, and that is plan and

organize. And they are planning and organizing their defense. The basic move is into "Recreation" as opposed to P.E. This is the "umbrella over total campus life."

So much for learning. On to leisure. If Intercollegiate Athletics fail, then by harboring every manner of sports, physical movement, they can retain their old authority. Move them out of their stadium redoubts, into the arena. Try to atomize their activities. They shouldn't get to give credits for their work. But they should be busy trying to wrestle everybody into sports of somekind.

A word here about lifetime sports. These are sports like tennis, golf, horses, frisbee that one can use to fight the increasingly urban sedentary life. These are the new survival skills. They should be taught in college. Pre-paunch. And as the new "recreation specialists" know more about people in groups than anyone else on campus, they should be heard. The sports arena can be more democratic than any academic council. But all their activities should go to the enriching of the community life, and be subject to the same public, political currents as any other activity. Two things P.E. types should never teach are Sex Education and Health.

73

Irwin August, currently PE coordinator at Old Westbury, can create an ideal model for sports activities at a new college. His program of happenings for the college was as complete, and varied as anything imaginable. And it was successful. There was something for everyone, if you include his projections of a basketball coach and Haitain Dance Teacher. Beer and Bike Races, trips, things weren't over organized; folks had to figger things

out for themselves. There was no one for him to talk with, coordinate with or get help from in publicity and what not. An empire was forced on Irwin August. Irwin is conservative politically he tells me. The kids razzed him quite a bit. Probably be good for him and the students to consider a mass demonstration over The War as a fitting outing, requiring the same sort of preparation as a climb. I knew Old Westbury had a good man when in our first discussion we shot foul shots, me in my street shoes, him not giving a damn about the floor. Amazing! Right on! Irwin!

On how TV lounges may be commuter ghettos...

Because it takes a lot of work to integrate commuting students into the college community. A smoky room filled with chairs staring at a bank of TV sets is generally about the extent of their participation. At the same time that TV is integrated into the environment, commuters will be on their way to involvement. Obviously, there should be community TV-watching.

On art

There is not a lot of art museums in Oyster Bay, nearest town to Old Westbury College, Planting Fields. That's important, because there was no Art on the campus. Curious. No one ever attempted, apparently, to get any art scattered around to please people. No Dome classroom wall has any. There is some awful stuff in Coe Castle. Not Art. John Coyne, arranged a showing in the (what passes for) Spring. But there had been no photography shows, no regular schedule of art shows, no artist-in-residence before that. There

was just the Deep Forest.

"The notion of embellishing a campus with student-produced art seems so natural that we wonder why it hasn't been more widely done. Other values aside, it offers a one-swoop solution to two separate problems: the average campus is a monument to necessity; strictly a bread and butter environment. While everyone is in favor of beauty, even legislators, art is regarded as candy, not an essential. Thus, there's rarely money to buy art to enhance a campus."--Educational Facilities Laboratories, Inc., College Newsletter, February 1970

The new campus will demand all kinds of art, [75] indoor and outdoor. Beautiful walls for murals; great corners for sculptures, mobiles. Not to mention the terrific graphics everywhere...It's going to be just marvelous.

On Dance

Dance! Dance! Dance! There should be someone (a good dancer) who cares about the dancing on the campus. Let that person not work for the old P. E. department or worse yet for the theater department, because it will either get muscular or effete. Let that person sit on the Central Community Council independently as the person charged with the responsibility of seeing that people dance, learn dance, and see dance. That seems simple. If the coffee house manager has trouble weekends, because no one dances in his club, and that is trouble, then it is the responsi-

bility of the dance person to solve the problem. This person would see to it that community celebrations/events had music to dance to and/or to watch. Outside companies and dancers would come under the urging of this person. As long as this person stuck with dancing in all its forms and all of its community functions, I would say, "On with Empire!"

"...the friendships that developed while we argued, ate, drank, sang and danced together during the first year." Is this from Embers of the World by Harris Wofford?

On eating

I hope the THREE fine eating facilities provided by the architects in "A" (a name is needed there), are operated. I can see finance troubles trying to close one or two. And since there are no student kitchens until Complex "B" is finished later in the decade...

On crafts

Somebody must have some new ideas about Crafts, Trades and a Liberal Education...

The forest

The 600 acre estate (25 miles from New York) that is the campus of the new College at Old Westbury, will be one of the most powerful elements of the college tober. It is filled with hillocks, burns, ravines, forests, thickets, fields, paths, overgrown arbors, gardens,

and ruins. The architects have left nature intact.

I think that students will be involved over the years in small projects that will make the spaces more accessible; that will highlight the natural features. Such as class-

On the "Village Store"

A residential college requires a good one. The town of Old Westbury is at an almost useless distance from the college, across two expressways. A number of craft shops and boutiques are possible, but the college should open in 1971 with a "village store," to use Jay Neugeboren's term.

"...a country store was probably the most important social institution in rural America. It sold not only everything a man needed for his home, his farm, his family, but it was the information center of the community... And most importantly, it was the only central institution for the introduction of social change. Most people saw their first telephone here. Farm agents lectured on Saturday nights. It was the place where most people saw their first movie. The institution is dead now."-- The New York Times, July 27, 1970 77

Keeping track

In the President's office, the Dean of Students' office and in the Public areas, large (4' x 5') boards showing the school year and the events of the Tober developing. An overview, and it will help in planning.

"The use of this parking lot for
Fun, Go-Kart Racing or Demonstrations
is Prohibited under any circumstances...
at any time. -Sears, Roebuck and Co.

On every May 19..., the date of the 1969
takeover of President Wofford's office.

"These ceremonies were not necessarily
given annually but depended on the presence
of an individual who pledged himself (parti-
cularly when he or a relative faced death)
to undertake the responsibilities of spon-
soring a particular rite." --Frazer, Village
Planning in the Primitive World

78

To wrap it up,
Tober is:
Doing together.
Watching together.
Tober is some sherry Friday afternoons.
Tober is when everybody has their own Arena.
and digs what is happening in it.
Tober is a waitress laughing.
Tober is music storming up chair legs.
Tober is a juke box.
Tober is good tradition.
Tober is change.
Tober is for the hell of it.
Tober requires planning.

A PROPOSAL

That we begin to use the word "utopia" again. The system of Arena, Agora, and Tober is utopian. Frankly. However, building a college in 1970 is an authentic utopian enterprise. And utopia has worked in America on several occasions. In the earlier utopian experiments shared beliefs and commitments were the crux of their successes. Without the confidences of religion and unitary leadership it is amazing that a bureaucracy like SUNY would suggest utopia today. Yet, I believe that it is the proper work of the residential college in this century.

"Everybody complains about the present economic and political systems (Ours and Theirs) but I don't see many new ones being tried out...What would be most useful is a system that generates systems, a scene whose entire purpose is to try stuff on a scale that has relevance to societies, civilizations."--Stewart Brand, Whole Earth Catalog, January, 1970. 79

"We need to find ways to understand, to teach children, and to prepare young men and women for careers in our interconnected and endangered World." --Margaret Mead, "Natural History," December 1969.

A study on American higher education reported recently in the New York Times details on how, in management and curriculum, colleges and universities are achieving entropy or uniformness, nondifferentiation. In other words decay. The small residential college can resist

this. It can share with utopian programs these elements :

(1) an isolation and discrete entity
(2) an instinct for systems
(3) an ability to manage change
(4) a concern for new ends, alternatives and goals for this society

The small college in America must be allowed to be very different, distinct from the ambient culture. Utopian.

The Good Ideas Here:

1.

The Impractical Ones Here:

1.

One's Own Here:

1.

Sebastiono Serlio, 16th Century Architect listing the indispensible components of a street: "a bawdy house, a great Inn and a Church."

And good thanks to Annabelle, Bill, Bob, Count, Fletcher, Geraldine, Ghebre, Harris, John, Linda, Louis, Matt, Rick, Rip, Russ, Tony, Yvonne, et al ...

Credits: Photography, Maude Dorr; Graphics, Vicki Greene

I think it's over.....

competence and responsibility. Arenas bring our creations out into the community. Like a juggler the good manager of a community must keep several arenas in the air simultaneously.

The "Agora" is Hebert's term for the processes of democratic participation in the community's government. Old Westbury I promised "full partnership" of community members. Ask a veteran of the first two years about "full partnership" and watch the cynical smile spread across his face. Why in a place that promised total participation did everyone end up feeling disenfranchised. Read Agora.

"Tober" relates the campus to its People, Space and Events. Tober is about the pleasure we should all draw from being together. Because if it's not fun, at least part of the time, then why should we have a community?

Why indeed should Old Westbury II be a community?